



PROMISE OF RESILIENCY— BUILDING IT, STEP BY STEP

INTRODUCTION:

I. “Bouncing Forward”

- Tool to fight the odds for children with disabilities
- Tool of hope and optimism
- Rebounding in a forward way
- Progression through struggle

II. Understanding Heartfelt Conversations

- Communication begins in the heart
- Communication is words, gestures, facial expressions, and tone
- True communication between others is difficult
- Conversation is taken for granted and elude many of us
- Good communication starts with sincerity and mutual respect
- Tackling obstacles of personal prejudice can be difficult but necessary
- Use methods that work best for your family

III. Sharing Mindful Talk

- Review integrity and wellbeing of child, family, school and community circumstances
- Try to engage in meaningful conversations
- To be totally present and really “listen” and “hear” what is said
- Not only exchange information, listen and repeat what each other says
- New ideas will come from this back and forth process
- Tackling an Obstacle, One Shared Idea at a Time
- Focusing on the many challenges faced by the child and family
- Take into consideration social, cultural, and community realities
- Use a multi-directional approach to problem resolutions
- Include concrete assistance and instrumental needs
- Use strengths from child, family, school and cultural community

IV. Positive Outcomes and Clinical Assessments –look for resilient functioning in the following transactions and contexts

- Biophysical Constructions
- Modulating Movement and the Five Senses
- Organizing Mental Abilities
- Attachment
- Two-Way Communication
- Telling Family Stories, Creating a Family History
- Complexities of School, Social, Cultural and Spiritual Life
- All of these function together, so high ratios of protective factors to vulnerabilities influence other areas

V. Taking Action Together

- Heart, mind and body are all linked
- Like the human body, a family is made of parts that are essential
- Creating a social healing network with friends, extended family, etc.
- A positive influence = a positive outcome
- Creation of a Family Health Plan using the community

VI. Narrative Tools for Resiliency

- Life experiences, a source for values, meaning, and personal purpose
- Finding one's personal theme to the story of their life
- Avenues of relating their story: words, dance, sports, art
- Generating a personal resilient source

Conclusion: We have formulated several sequences for helping to edit, store, and retell the narratives originating from the ecology of child, family, school and the cultural community describing how wishes, wants and needs can be met. Latent protective factors and examples that counter the “problem” are brought forth from multiple contexts. Both internal and external human resources begin to be built with stories reflecting the formation of **safety and protective boundaries**, where stories of feeling a **sense of belonging** can be achieved. Through stories where **finding a voice** and having it **acknowledged and validated**, *individuals and families gain resilience*. Further, by **reflective and relational capacities**, *these enriched anecdotal experiences (and their stories told) promote an increased sense of meaningful understandings* and embodies unlimited multi-stories, which ultimately defines a child’s **multiple identities**.

This particular opportunity fosters new perspective of how individuals fit in relation to the deficits, disabilities and misfortunes people encounter on one hand and opportunities, generative lived experiences and their retellings on the other while children become the stories they live energizing and activating resilient pathways.